



Transformational Leadership in a Crisis

Course Design Document - ILT
October 2012

Developed By:

Dr. Jim Harris, Ph.D.

Col Harry LeBoeuf, USAF (ret)

850-983-4777
www.ropella.com/TLC





Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Course Description

Overview

The purpose of this course is to prepare senior and mid-level supervisors and managers in the requisite skills and attributes necessary to successfully plan, manage, and lead in a major crisis situation.

Scope

The course includes practical applications, experiential learning activities, guest speakers, video case studies, and observations of actual exercises. It is equally applicable for first responders, incident commanders, and senior management teams, and those individuals preparing for higher levels of responsibility.

Target Audience

The target audience includes: fire service, law enforcement, emergency management, emergency medical services, hazardous materials, public works, public health, health care, public safety communications, and governmental administrative personnel.

Level of Training

Awareness and/or Planning/Management

Prerequisites

Knowledge of the National Incident Management System's (NIMS) Incident Command System (ICS), Multiagency Coordination Systems, and previous supervisory experience is preferred.

Course Length

Four 8-hour days, including working lunches.

Required Materials/Facilities

The course will initially be delivered at the Applied Science Foundation for Homeland Security Center in Bethpage NY. The course can also be delivered on-site to any requesting first responder organization.

Testing/Certification

A basic Transformational Leadership in a Crisis knowledge pretest will be administered on the first day. On the last day a posttest will be administered, using the same Transformational Leadership in a Crisis concepts to determine the participants' achievement of the course goals and objectives. The goal is to have each participant raise their level of knowledge on at least eight of the twelve areas, or a 70% overall improvement in appreciation and acknowledge of appropriate Transformational Leadership concepts.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Reference List

Hollow Square: A Communications Experiment by WH Schmidt and Authur Shedin, University Associates, 1974

"Successful Manager's Handbook" by Susan Gebelein, PDI 2004

"Thinkertoys" by Michael Michalko, Ten Speed Press 1991

"Management Excellence" by Dr. Jim Harris, AGR Press, 2004

"Group Processes - An Introduction to Group Dynamics" by Joseph Luft, first published in 1963

"Of Human Interaction: The Johari Model" by Joseph Luft, first published in 1969

"A Handbook of Structured Experiences for Human Relations Training" by L. Hazen, University Associates, Inc 1997

"Getting Employees to Fall in Love with you Company" by Dr. Jim Harris, AMACOM 1995

"Corporate Excellence" by Dr. Jim Harris, AGR Press, 2005

"Leadership in a (Permanent) Crisis" by Ronald Heifetz, Alexander Grashow, and Marty Linsky, Harvard Business Review, July-August 2009

"Courage as a Skill" by Kathleen K. Reardon, Harvard Business Review, January 2007

"Crisis Management - A Case Study on Mumbai Terrorist Attack" by Manisha Shekhar, European Journal of Scientific Research, Vol. 27, No 3., 2009

"Fire at Mann Gulch" Case Study by Michael A. Roberto & Erika M. Ferlins, President and Fellows of Harvard College, Harvard Business School, 2003

"Courageous Leadership: Modeling the Way" by Bill Treasurer, Leader to Leader, Hesselbein & Company, Spring 2009

"Why Guts Matter" by John McCain, Fast Company, September 2004

"Change Management Lessons of Rudy Giuliani, Post 9/11" by A. J. Schuler 2005

"Seven Lessons for Navigating the Storm" by Bill George, Harvard Business Review' Working Knowledge' series, 2009

"What It means to Lead During a Crisis: An Exploratory Examination of Crisis Leadership" Dr. Terrence Flynn, Syracuse University, SI Newhouse School of Public Communication, May 2004

Crisis Leadership: Five Deadly Behaviors (and What to Do About Them) by Susan Battley, Battley Performance Consulting, 2011

"How a Good Leader Reacts to a Crisis" by John Baldoni, Harvard Business Review blog, January 4, 2011

"Effective Leadership Response to a Crisis" by Helio Fred Garcia, Logos Institute, Strategy & Leadership Vol. 34 No. 1, 2006

"Learning Leadership: The Abuse of Power in Organizations" by Abraham Zaleznik 2006

www.learnmanagement2.com/leadership%20power.htm

<http://www.quotationspage.com/subjects/power/>

<http://leadership.bestmanagementarticles.com/> by Ismael D. Tabije, publisher

"Woodridge Business Management Articles" by Graham Yemm



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

"Leadership – Do You Use of Abuse Power?" by Graham Yemm

"5 steps to using your authentic leadership power" by Jude

"Leadership - Use or Abuse of Power?" <http://www.solutions4training.com/354>

"JoHari Window Questionnaire" <http://www.austincc.edu/colangelo/1318/johariwindowtest.htm>

"The Mirror Effect" by Drs Drew Pinsky and S. Mark Young 2009

<http://www.coacheffect.com/pages/leading-by-example/54.aspx>

"Telling Ain't Training" by Harold Stolovitch and Erica Keeps 2002

"Beyond Telling Ain't Training Field book: by Harold Stolovitch and Erica Keeps 2005

"Accelerated Learning" by Colin Rose, Accelerated Learning Systems Limited 1993

"The Disney Way" by Bill Capodagli and Lynn Jackson, McGraw-Hill 1998

"Good to Great" by Jim Collins, HarperCollins Publishers 2001

"Turing Lone Wolves into Lead Wolves" by Dr. Rick Johnson, CEO Strategist 2006

"Emotional Intelligence" by Daniel Goleman, Bantam Book 2006

"The Fifth Dimension" by Vera Stanley Alder, Samuel Weiser 2000

"The Lead Wolf's Pocket Guide to Leadership" by Dr. Rick Johnson, CEO Strategist 2006

"The 21 Indispensable Qualities of a Leader" by John C. Maxwell, Thomas Nelson Publishers 1999

"When Leaders Lead – Anything Becomes Possible" by Jesper J. Eling, 2010

"The 21 Irrefutable Laws of Leadership" by John C. Maxwell, Thomas Nelson Publishers 1998

"Three Keys to Development" by Henry Browning and Ellen Van Velsor, Center for Creative Leadership 2001

"Ongoing Feedback" by Karen Kirkland and Sam Manoogjan, Center for Creative Leadership 2003

"For Your Improvement" by Michael M. Lombardo and Robert W. Eichinger, the Leadership Architect 2002

"The Stuff of Heroes" by Dr. William A. Cohen, Longstreet 1998

Evaluation Strategy

Participants will be presented, then practice, and finally receive feedback on a variety of topics and short experimental learning activities to improve their innovative, creative, and judgmental leadership skills.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Course Structure/Content Outline

Module #1 Leadership Essential Qualities

- Hollow Square Experiential Learning Exercise
- Fundamentals of Transformational Leadership
- Vision, Values, & Strategy
- Innovation, Creativity, & Judgment
- JoHari Window Assignment
- Headbands Experiential Learning
- JoHari Window Debrief
- Listening, Communicating, & Connecting
- Bridge Building Team Building Exercise
- Team Engagement

Module #2 Leadership in a Crisis

- Courageous Leadership
- Leading for Impact
- Fire at Mann Gulch Case Study
- Followership in Crisis Case Studies

Module #3 Leadership in a Vacuum

- Ten Biggest Mistakes Leaders Make
- Avoiding Leadership Power Abuses
- Video Case Study Action Plan
- Leadership in a Vacuum
- Personal Leadership Action Plan



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Course Design Matrix

Scope Statement

Module #1 Leadership Essential Qualities: In this module, participants will recognize and integrate the fundamental qualities of a successful transformational leader. After reviewing the classical traits of a leader, participants will learn how transformational leaders integrate visioning, innovation, creativity, and good judgment into their daily leadership routines. Yet simply possessing a powerful vision and strategy are not enough to be a successful leader. Therefore, the participants will additionally learn how to effectively communicate, connect with, and engage their teams towards the successful completion of their vision and strategy. Only through a powerful alignment of vision and team engagement can any leader succeed.

Terminal Learning Objectives (TLO)

Upon the successful completion of module #1, participants will recognize, experience, and evaluate dysfunctional, silo-focused planning and implementation breakdowns within a time-sensitive, stressful environment, and be able to both recognize and overcome their current visioning and team engagement deficiencies.

Enabling Learning Objectives (ELO)

At the successful conclusion of this module participants will:

1. experience and recognize dysfunctional, silo-focused planning and implementation breakdowns within a time-sensitive, stressful environment and then analyze appropriate techniques to overcome the short comings
2. recognize, describe, and demonstrate the traits of an effective transformational leader
3. fully analyze, evaluate, and interpret a real-life video case study on crisis-centered transformational leadership
4. recognize and be able to describe and leverage the leadership competency of envisioning; including: vision, values, and strategy
5. recognize and appreciate the importance of innovation, creativity, and judgment in transformational leadership during a crisis
6. appreciate the importance of innovation, creativity, and judgment in transformational leadership during a crisis and be able to recognize it during the assignment



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

7. experience and appreciate the potentially devastating negative impact of stereotyping in any leadership or crisis environment
8. appreciate and analyze the listening, communication, and connection processes for effective transformational leadership during a crisis
9. be introduced to, demonstrate, and recognize the concept of teamwork, communication, and creative problem solving in a team building activity
10. recognize and appreciate the role of delegation, emancipation, and team involvement within the role of a transformational leader during a crisis situation

Lesson Topic #1

Hollow Square Experiential Learning Exercise

Instructional Strategy

To dynamically illustrate, through the use of an experiential learning event the pitfalls of improper Leadership resulting in Dysfunctional Planning, SILO Mismanagement, Poor Execution, and Communications Breakdown, while tying to executive a cross-functional, time-sensitive plan.

Lesson Topic #2

Fundamentals of Transformational Leadership

Instructional Strategy

To discuss and illustrate, through attendee participation and involvement, the eight classical essential traits of an effective leader, and the six additional modern traits of a progressive leader, necessary for successfully leadership in any crisis situation.

Lesson Topic #3

Police/Fire Video Case Study Lunch Video

Instructional Strategy

While the participants are eating lunch we will show a short video demonstrating fire fighters/police officers in a crisis situation. We will solicit responses from the participants as to how successful the actors are demonstrating leadership.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Lesson Topic #4

Vision, Values, & Strategy

Instructional Strategy

To present and discuss the Visioning process and prerequisite skills necessary for strategic Thinking in a crisis situation. By crystallizing a compelling Vision of the future, participants will be better able to envision the organization's future, clarify the core values and behaviors, and share the vision with others to achieve great results. By demonstrating strong intellectual Thinking skills, participants will identify key factors for success, learn to balance the needs of all stakeholders, and understand trends and future opportunities.

Lesson Topic #5

Innovation, Creativity, & Judgment

Instructional Strategy

To embrace Innovative and Creative ideas as process improvements while using better Judgment to make appropriate Decisions in an emergency. Participants will be able to identify ways to improve current processes (Innovation), generate new and creative ideas (Creativity), openly solicit diverse viewpoints and perspectives (Diversity), display good Judgment, while making tough decisions with limited information in any disaster.

Assignment

JoHari Window Assignment

Instructional Strategy

This assignment will increase self-awareness by encouraging sharing, self-disclosure, and feedback. As we join together to build collective leadership for our community, we need to develop deeper relationships to support working together in new and innovative ways. The first step in this journey is to have a better understanding of ourselves and appreciate how others see us.

Lesson Topic #6

Headbands Experiential Learning

Instructional Strategy

An interactive Communications activity designed to illustrate and experience the dynamic impact of positive and negative labeling on professional relations, team building, and engagement.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Lesson Topic #7

JoHari Window Results

Instructional Strategy

The JoHari Window model is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. When you let someone open this “window” on you, you will create trust between yourself and that person. You decide when, where, how, and how often you want to receive this feedback. Opening this window requires compassion and kindness from all participants. The JoHari Window concept is particularly helpful in understanding leader/follower or employee/employer relationships.

Lesson Topic #8

Listening, Communicating, & Connecting

Instructional Strategy

In this block, participants will be presented with several real-world examples and some techniques in how to deal with these events during times of crisis. Some of the skills will include: being responsive to the needs of others, clearly articulating ideas and instructions, establishing supportive internal networks, breaking down silos and barriers, influencing information sharing across the organization, personally mentoring and training employees, and investing time and money to develop all levels of employees. The ultimate goal is to have participants seek balance in speaking, listening, and feedback.

Lesson Topic #9

Bridge Building Team Building Exercise

Instructional Strategy

[Team building activities](#) are stimulating problem-solving tasks designed to help participants develop their capacity to work effectively together. An important part of team building exercises is participants' reflection and discussion about the activity, how they approached the situation, and possible points of learning.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Lesson Topic #10

Team Engagement

Instructional Strategy

Real life examples with easy to implement lessons learned on how effective leaders in different organizations can drive and engage team/squad motivation and commitment to the organization and its mission.

Assessment Strategy

Participants will observe, practice, and receive feedback on a variety of experiential activities to improve their innovative, creative, and judgmental leadership skills. This will be accomplished on multiple occasions and using various methods throughout this module.

Practical Exercise (PE) Statement

To dynamically illustrate, through the use of an experiential learning events, small group discussions, and case studies the pitfalls of improper leadership planning and communication results in limited thinking, dysfunctional planning, poor execution, and communication breakdowns, while executing a cross-functional, time-sensitive plan.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Scope Statement

Module #2 Leadership in a Crisis: Every leader will face a crisis. How a leader responds within that crisis determines both their overall effectiveness and their leadership legacy. In this module, participants will identify the qualities necessary to effectively and successfully lead and execute a plan during a crisis. Through role plays, concentrated study, and live real-world simulations, participants will experience the realities of a crisis, their natural response to it, and how to better lead their teams during a future crisis.

Terminal Learning Objectives (TLO)

Upon the successful completion of module #2, participants will identify, become familiar with, and appraise the responsibility of delegation and emancipation, and courage leadership within the role of transformational leadership during crisis situations.

Enabling Learning Objectives (ELO)

At the successful conclusion of this module participants will:

1. acknowledge and appreciate the role of delegation and emancipation within the responsibility of transformational leadership in a crisis and value the role of courage in crisis leadership
2. recognize and appreciate the power of an assertive leadership style in positive crisis leadership
3. attach importance to and be aware of the power of effective leadership style in positive crisis leadership by discussing the presented real-world case study
4. acknowledge and appreciate when, why, and how leaders must sometimes be followers in crisis situations

Lesson Topic #1

Courageous Leadership

Instructional Strategy

Leaders who build confidence and reduce fears make a more positive and long-lasting impact on their organizations than do bullies. And employees want and deserve leaders who are good role models of the organization's values.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Lesson Topic #2

Leading for Impact

Instructional Strategy

Actions speak louder than words. It's a simple statement that gets right to the core of this leadership trait: leading by example. Employees take their lead naturally from what their leaders are doing. Actions often outweigh the words communicated particularly when they are incongruous. Participants will learn the difference between assertive and aggressive in leadership styles and the impact of both on their team's performance, and how to lead others to follow through on difficult assignments.

Lesson Topic #3

Lunch Video

Instructional Strategy

While the participants are eating lunch we will show a short video demonstrating fire fighters/police officers in a crisis situation. We will solicit responses from the participants as to how successful the actors are demonstrating leadership.

Lesson Topic #4

Fire at Mann Gulch Case Study:

Instructional Strategy

As a crisis increases in complexity and scope, the need for effective leadership becomes more apparent. Participants will be broken down into groups of 5 to 6 and presented with a case study for them to examine the dynamics of crisis leadership and decision making in an ever changing environment. We will reconvene and solicit responses on the case study from the various groups for additional discussion.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Lesson Topic #5

Followership in Crisis Case Studies

Instructional Strategy

The evolution of crisis leadership continues as the event grows and unfolds which often creates more tasks and requires a greater variety of leadership capabilities. Participants will be broken down into groups of 5 to 6 and presented with 3-5 short case studies for them to examine the dynamics of crisis leadership and decision making in a vibrant situation. We will reconvene and solicit responses on the case studies from the various groups for additional discussion.

Assessment Strategy

Participants will observe, practice, and receive feedback on a variety of experiential activities to improve their leadership skills before, during, and after a crisis occurs. This will be accomplished on multiple occasions and using various methods throughout this module.

Practical Exercise (PE) Statement

In this block, participants will be presented with several self-assessments and team building activities on how to grow and strengthen their interpersonal and team communications. Some of the skills will include: being responsive to the needs of others, clearly articulating ideas and instructions, establishing supportive internal networks, breaking down silos and barriers, influencing information sharing across the organization, personally mentoring and training employees, and investing time and money to develop all levels of employees. The ultimate goal is to have participants seek balance in speaking, listening, and feedback. This module will increase self-awareness by encouraging sharing, self-disclosure, and feedback. As we join together to build collective leadership for our community, we need to develop deeper relationships to support working together in new and innovative ways.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Scope Statement

Module #3 Leadership in a Vacuum: In the real world, tragedy strikes down leaders and leadership teams as well as front-line first responders. In this module, participants will learn how to successfully step-up and lead when their leadership hierarchy is gone, missing, or unavailable. Participants will learn how to avoid the ten biggest mistakes leaders make in a crisis, the ten essential transformational actions they must take within a leadership vacuum, and how to avoid the potential power abuses that will occur within a leadership vacuum. The learning is reinforced through self-assessment and a video case study. The participants will then develop their own personal leadership action plan toward becoming an effective transformational leader in both daily life and during a crisis.

Terminal Learning Objectives (TLO)

Upon the successful completion of module #3, participants will recognize the need and necessity of effective transformational leadership in times of crisis when a leadership vacuum occurs, and develop appropriate steps to become a more effective transformational leader.

Enabling Learning Objectives (ELO)

At the successful conclusion of this module participants will be able to:

1. recognize and appreciate the 10 biggest mistakes made in crisis situations, corrective strategies, and a model for crisis management from 9/11
2. recognize and value the pitfalls leaders can find themselves in by abusing their leadership power, and appreciate how to overcome them
3. recognize the power of transformational leadership style in positive crisis leadership by discussing the presented video case study
4. appreciate and value the power of transformational leadership style in positive crisis leadership by discussing the presented case study and develop a useful personal action plan they can implement in their real lives
5. evaluate and appreciate the need for effective transformational leadership in times of crisis when a leadership vacuum occurs
6. recognize and begin to develop their own transformational leadership action plan for their future



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Lesson Topic #1

Ten Biggest Mistakes Leaders Make

Instructional Strategy

Participants will be presented with several types and examples of mistakes leaders can make, and they will be deciding on the severity and possible procedures to overcome them.

For example: Power Trips, Under or Miscommunications, Lack of Proper Instructions, Indecisiveness, Second Guessing, Over Control, Under Control, Micromanagement, Disempowering, Conflict Resolution, and others.

Lesson Topic #2

Avoiding Leadership Power Abuses

Instructional Strategy

Ever come across a leader who is totally self-absorbed? Someone who abuses the power given to them? Abuse of authority is the unfair use of one's power to interfere with an employee's work and performance in the form of humiliation, intimidation, or threat. At the core of extreme behavior is egotistical preoccupation with self, personal preferences, aspirations, needs, success, and how he/she is perceived by others. While some of these are good for a leader, if carried to extreme, this type of leader is going to get in trouble and have disastrous effects on everyone around them.

Lesson Topic #3

Lunch Video

Instructional Strategy

While the participants are eating lunch we will show the same short video demonstrating fire fighters/police officers in a crisis situation. Our goal is to see if after 3 days of this course are the responses from the participants different as to how successful the actors are demonstrating leadership.

Lesson Topic #4

Video Case Study Action Plan

Instructional Strategy

As a group we will discuss the steps that must be taken, or activities that must be performed well, for an action plan to succeed. An action plan has three major elements (1) Specific tasks: what will be done and by whom? (2) Time horizon: when will it be done? (3) Resource allocation: what specific funds are available for specific activities? Participants will be presented with a template action plan, broken into small groups, and tasked to prepare an action plan for this case study.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT, October 2012, Version #1

Lesson Topic #5

Leadership in a Vacuum

Instructional Strategy

Participants will face the issues surrounding leadership in a crisis. When a tragedy strikes who are the emerging leaders and how do we prepare them? We will discuss the four traits of emergent leaders and how to prepare your team members to become emergent leaders in times of need.

Lesson Topic #6

Personal Leadership Action Plan

Instructional Strategy

From the lessons learned during the course presentations, activities, discussions, and case studies, each participant will complete a personal action plan to further guide their attainment of Transformational Leadership skills and competencies.

Assessment Strategy

Participants will observe, practice, and receive feedback on a variety of experiential activities to inform and alert them to the potential issues which could occur as a result of a leadership vacuum before, during, and after a major crisis occurs. This will be accomplished on multiple occasions and using various methods throughout this module.

Practical Exercise (PE) Statement

When a crisis occurs often there is a lack of leadership. As a group we will discover the steps to take to reduce or eliminate this vacuum. The four traits of emergent leaders will be presented and discussed along with suggestions on how to adequately prepare your team to move into the leadership role when a vacuum of leadership occurs.



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Course Agenda

Day 1(Module #1)

- Welcome & Introductions – 30minutes
- Hollow Square Experiential Learning Exercise – 1hour/30minutes
- Break – 15minutes
- Fundamentals of Transformational Leadership – 1hour/15minutes
- Lunch (Police/Fire Video Case Study) – 45minutes
- Vision, Values, & Strategy – 1hour/45minutes
- Break – 15minutes
- Innovation, Creativity, & Judgment – 2hours/15minutes

Day 2 (Module #1 con't)

- Review Yesterday & Admin – 30minutes
- Headbands Experiential Learning & JoHari Window Debrief – 1hour/30minutes
- Break – 15minutes
- Listening, Communicating, & Connecting – 1hour/15minutes
- Lunch – 45minutes
- Bridge Building Team Building Exercise – 1hour/45minutes
- Break – 15minutes
- Team Engagement – 2hours/15minutes

Day 3 (Module #2)

- Review Yesterday & Admin – 30minutes
- Courageous Leadership – 1hour/30minutes
- Break – 15minutes
- Leading for Impact – 1hour/15minutes
- Lunch – 45minutes
- Fire at Mann Gulch Case Study – 1hour/45minutes
- Break – 15minutes
- Followership in Crisis Case Studies – 2hours/15minutes



Transformational Leadership in a Crisis

Training Support Package Course Design Document (CDD) ILT. October 2012. Version #1

Day 4 (Module #3)

- Review Yesterday & Admin – 30minutes
- Ten Biggest Mistakes Leaders Make – 1hour/30minutes
- Break – 15minutes
- Avoiding Leadership Power Abuses – 1hour/15minutes
- Lunch (Video Case Study-Repeat) – 45minutes
- Video Case Study Action Plan – 45minutes
- Leadership in a Vacuum – 1hour
- Break – 15minutes-
- Personal Leadership Action Plan – 2hours/15minutes